



**MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY
(MMUST)**

**UNIVERSITY EXAMINATIONS
2021/2022 ACADEMIC YEAR
SECOND SEMESTER EXAMINATIONS**

REGULAR

FOR THE DEGREE OF MASTER OF SPECIAL EDUCATION

COURSE CODE: MSE 811

**COURSE TITLE: IDENTIFICATION, INTERVENTION AND EVIDENCE
BASED INSTRUCTIONAL STRATEGIES FOR LEARNERS WITH AUTISM**

DATE: 29/04/2022

TIME: 9:00 AM - 12:00 PM

INSTRUCTIONS

Answer question one and any other Two questions

- 1 (a) Evaluate the areas of difficulties in learners with ASDs based on the fifth edition of Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (5 marks)
- (b) Analyze signs of difficulties in social relationship manifested by learners with ASDs (5 marks)
- (c) Explain why teachers should establish eye contact in learners with ASDs (5 marks)
- (d) Describe how you can manage repetitive behaviours displayed by learners with ASDs (5 marks)
- (e) Analyze the five axis of DSM- V that may be used in diagnosing Disorders (5 marks)
- (f) Describe causes of ASDs (5 marks)
2. (a) Evaluate developmental therapies and supports available for learners with ASDs (7 Marks)
- (b) Analyze why many professionals in area of ASDs desire for Evidence Based Interventions (8 marks)
- 3 (a) Evaluate factors to consider before selecting an intervention strategy for learners with ASDs (8 marks)
- (b) Explain the importance of involving parents in selection and implementation of Evidence Based intervention for learners with ASDs (7 marks)
- 4(a) Analyze the merits and demerits of using medication in managing behaviours presented by learners with ASDs (7 marks)
- (b) Analyze the TEACCH as an Evidence Based Intervention for Learners with ASDs (8 marks)
- 5(a) Analyze the benefits of using visual supports while teaching learners with ASDs (8 marks)
- (b) Explain seven areas that you may target while developing instructional objectives for learners with ASDs (7 marks)
- 6 (a) Analyze five steps to follow while developing an intervention plan for learners with ASDs (10 marks)
- (b) Explain why intellectual performance, speech and language, and adaptive behavior are all considered core assessment domains for the evaluation of ASDs. (5)